

California Commission on Teacher Credentialing



Round 2 Request for Applications Four-Year Integrated Programs Leading to a Baccalaureate Degree and Teaching Credential

Integrated Teacher Preparation Program Implementation and Expansion Grants

Available Funding

Integrated Teacher Preparation Program Implementation and Expansion Grants of up to \$500,000 each are available for regionally accredited institutions of higher education (IHEs) to create, implement, or expand a four-year integrated program of professional preparation that leads to more credentialed teachers in identified shortage fields of special education, bilingual education, science, health, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, and/or integrated programs that establish a new partnership with a California Community College to create, implement, or expand four-year programs of integrated programs of professional preparation. Commission staff anticipates that not all the \$20 million will be awarded as a result of applications that were due February 13, 2023. Therefore, a second round of planning and implementation grants with Requests for Applications for both Integrated Teacher Preparation Program Planning and Integrated Teacher Preparation Program Implementation and Expansion grants are being re-released simultaneously in March 2023.

Who Is Eligible to Apply?

Any regionally accredited institution of higher education (IHE) may apply. Eligible applicants are not required to offer a Commission-approved subject matter program to apply.

Project Period

Upon grant award through June 1, 2025.

Due Date for Receipt of Complete Applications

April 7, 2023, by 5:00 p.m.

Complete applications received after that date and time will not be accepted or considered.

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Request for Applications

Integrated Teacher Preparation Program Implementation and Expansion Grants

Section I: Introduction

This Request for Applications (RFA) is to provide grant awards of up to \$500,000 for regionally accredited institutions of higher education (IHEs) to create, implement, or expand effective four-year integrated teacher preparation programs that:

- produce more credentialed teachers in designated shortage fields of special education, bilingual education, science, health, computer science, technology, engineering, mathematics, early childhood specialist credential (once approved by the Commission), transitional kindergarten, or kindergarten, and/or
- establish a new partnership with a California Community College to create, implement, or expand an integrated program.

Currently, regionally accredited institutions of higher education (IHEs) may offer an integrated teacher preparation program that allows a student to concurrently earn a preliminary multiple subject or single subject teaching credential, or an education specialist instruction credential authorizing the holder to teach special education, and a baccalaureate degree, including student teaching requirements in four or five years.

The 2022-2023 Committee on Budget, Education Finance: Education Omnibus Budget Trailer Bill, AB 181 ([Appendix A](#)), authorizes the Commission on Teacher Credentialing to allocate one-time grants to regionally accredited institutions of higher education (IHEs) to create, implement, or expand a four-year integrated teacher preparation program, including student teaching, and/or to adapt an existing Commission-approved five-year integrated teacher preparation program to a four-year program.

Note: Applicants may submit a proposal for a concurrent multiple or single subject/education specialist integrated program of 4.5 years duration, but candidates must be able to earn at least one credential within the initial four-year program period and the second credential within the additional half-year.

Offering an integrated program of professional preparation requires intensive collaboration among subject matter departments and education units within regionally accredited institutions of higher education, California Community College(s), and/or local education agencies (LEAs).

The intent of the Integrated Teacher Preparation Program Implementation and Expansion Grant is to support building the creation, implementation, or expansion of effective four-year integrated teacher preparation programs. Offering an integrated program of professional preparation requires intensive collaboration among subject matter departments and

education units within regionally accredited institutions of higher education, California Community College(s), and local education agencies (LEAs).

The Integrated Teacher Preparation Program Implementation and Expansion Grant must be used to support the regionally accredited institution of higher education (IHE) in creating, implementing, or expanding an integrated program that addresses all preparation requirements for the target teaching credential(s). As required by the Commission's adopted [Teacher Preparation Program Standards](#), the program must also prepare the candidates to teach the State Board-adopted academic content standards, using the content pedagogy within the California frameworks.

Allowable Activities and Use of Funds

The 2022-2023 AB 181 legislation ([Appendix A](#)) authorizes the Commission to allocate up to \$20 million for integrated teacher preparation program planning and implementation/expansion grants. Grant awards shall not exceed \$500,000 per grant recipient for Integrated Implementation and Expansion Grants. Grant funds will be awarded through June 1, 2023, and grantees will have until June 1, 2025, to expend grant funds.

A regionally accredited institution of higher education (IHE) awarded an Integrated Teacher Preparation Program Implementation and Expansion Grant (Integrated Implementation and Expansion Grant) may use the grant funds to create, implement, or expand a four-year integrated program of professional preparation or to adapt an existing five-year integrated program of professional preparation to a four-year integrated program of professional preparation. In addition, a regionally accredited Institution of Higher Education awarded an Integrated Implementation and Expansion Grant may use grant funds for any proper purpose in support of creating, implementing, or expanding a four-year integrated program of professional preparation, including, but not limited to:

- providing faculty release time to redesign existing courses,
- providing stipends for program coordinators to assist in collaboration with subject-matter professors and pedagogy professors,
- creating summer courses for students in a four-year integrated program of professional preparation, and
- recruiting individuals for participation as students in four-year integrated programs of professional preparation.

Applicants must indicate their expected starting year for implementation of the Integrated Teacher Preparation Program resulting from the creation, implementation, or expansion process in their responses to the selection criteria ([Section III](#)).

A regionally accredited institution of higher education that previously received an Integrated Teacher Preparation Program Grant (2016) may apply for an implementation or expansion grant if the institution reports on the implementation timeline and status of the program established with the Integrated Teacher Preparation Program Grant (2016) funding previously

received **and** proposes any of the following:

- expansion of integrated teacher preparation program capacity,
- new integrated teacher preparation programs in other credentialing fields, or
- new California Community College partnerships.

Additional Information for Applicants

The Teacher Preparation Program Implementation and Expansion Grant funding must be encumbered by the Commission by June 1, 2023 and the funds must be expended by the grantee by June 1, 2025. Implementation and Expansion grantees who also apply for and are awarded Integrated Teacher Preparation Program Planning Grant funds may continue to operate and expend funds from both grants concurrently and have until June 1, 2025 to complete the activities described in the response to the selection criteria.

Key Dates in the Application Process

Date	Activity
March 3, 2023	Request for Applications (RFA) issued
March 13, 2023	Written questions about the RFA due to the Commission
March 13, 2023	Intent to Apply due (optional)
March 20, 2023	Responses to written questions posted and distributed
April 7, 2023	RFAs must be received by the Commission by 5:00 pm.
April 10 – May 4, 2023	Review of applications
May 5, 2023	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFA are encouraged to submit an Intent to Apply ([Appendix B](#)) via email to IntegratedGrants@ctc.ca.gov by **March 13, 2023**. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFA may be provided, including responses to written questions (see below). Submission of an Intent to Apply form is not a promise or obligation to submit an application, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting an application in response to this RFA.

How to Submit Written Questions about this RFA

Applicants who have questions about information contained in this RFA may submit questions via email with “Integrated Program Implementation and Expansion Grant Questions” in the subject line **by March 13, 2023** to: IntegratedGrants@ctc.ca.gov. Questions submitted after that date may not be answered.

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission’s website on the [Integrated Program](#) reference page.

Section II: Definitions of Terms as Used in this Request for Applications (in alphabetical order)

Term	Definition as Used in this RFA
Administration Costs	Use this budget line item for any administrative costs charged to the grant, including but not limited to, salary and benefits. This could also include costs of operating the grant program that may include personnel, facilities, and other related costs to administer the grant program as designed by the grantee.

Term	Definition as Used in this RFA
Consultant/ Technical Support Provider	Use this budget line item for the costs of working with expert consultants to help plan and design the expanded or new Integrated Program, assist with providing training or other professional development staff/faculty, and assist with other planning or implementation-related activities to help develop the capacity of the IHE to implement the planned Integrated Program.
Encumbrance	A planned expenditure of grant funds.
IHE Faculty Release Time	Use this budget line item to indicate the positions of any personnel who will be released to work on the grant and the amount/percentage of release time that will be paid by the grant funds.
IHE Personnel Release Time	Use this budget line item for the costs of providing release time to IHE personnel for their non-program administration work within the integrated Program Implementation and Expansion Grant Program.
IHE Personnel Salaries	Use this budget line item for any salary costs for IHE personnel for their no-program administration work within the Integrated Program Implementation and Expansion Grant Program.
IHE Personnel Stipends	Use this budget line item for any stipends paid to IHE personnel for their non-program administration work within the Integrated Program Implementation and Expansion Grant Program.
Integrated Program Implementation and Expansion Grant	A state grant program authorized under the provisions of AB 181 that provides funding for the creation, implementation, and expansion of integrated programs for teacher preparation.
Integrated Teacher Preparation Program	An “integrated teacher preparation program” shall enable candidates for teaching credentials to engage in professional preparation, concurrently with subject matter preparation, while completing baccalaureate degrees at regionally accredited institutions of higher education. An integrated program shall provide opportunities for candidates to complete intensive field experiences, including student teaching, in public schools maintaining prekindergarten, kindergarten, or any of grades 1 to 12, inclusive, early in the undergraduate sequence (Per authorizing legislation, see (a)(1) on Appendix A.)
Other	Use this budget line item for any additional budget line items with associated expenditures. For any added category, provide an appropriate title and a narrative explanation of the category including how the related costs were determined.

Term	Definition as Used in this RFA
Recruitment Activities	Use this budget line item to indicate any recruitment activities not otherwise accounted for in the Personnel and/or the Release Time categories and describe the type(s) and amount(s) of expenditure(s).
Travel	Use this budget line item to indicate any travel expenses necessary to accomplish the activities of this grant as allowable by your institution.

Section III: How to Respond to this RFA:

Components to be Addressed in the Applicant's Response

Regionally accredited institutions of higher education (IHEs) interested in applying for an Integrated Teacher Preparation Program Implementation and Expansion Grant must provide narrative responses to the required elements of this Request for Applications (RFA) as described in the selection criteria below. In order to be considered, responses must include all the components indicated in the Selection Criteria for Applicant Responses below, which will serve as the evaluation criteria.

Complete responses to this RFA must be emailed to the Commission on Teacher Credentialing according to the submission information provided in Section III no later than **5:00 p.m. on April 7, 2023**.

Responses must include an **Application Cover Page** ([Appendix C](#)) that identifies key contact persons (with name, title, email, and phone) at the applicant entity, and the contact information and signature of the fiscal agent with authority to sign a Grant Award Agreement.

Important note: *The Commission will use the contact information provided on the cover page as the sole point of contact for each grantee. Please carefully select the individual who will be responsible for all communications relating to the grant application and, if successful, for the grant program when funded.*

Format and Length of the Application

Applications must be formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a standard font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of an application narrative is not more than 30 double-spaced or 15 single-spaced pages, **not including** required appendices, forms, and budget information. Conciseness and brevity are appreciated to the greatest extent possible.

Selection Criteria for Applicant Responses

Directions: Provide a narrative response to each of the following selection criteria. Responses should be focused, concise, and provide sufficient but not overly extensive information to substantiate how the applicant's proposed Integrated Teacher Preparation Program Implementation and Expansion Grant addresses the specified criteria.

1. 2016 Integrated Teacher Preparation Program Grants

(5 points)

Choose one option to respond to:

- a. Per authorizing legislation, eligible applicants previously awarded an Integrated Teacher Preparation Program Grant (2016) must describe the implementation timeline and status of the integrated teacher preparation program established with

the grant funding previously received **and** propose any of the following:

- Expansion of integrated program capacity,
 - New integrated programs in other credentialing fields, or
 - New California Community College partnerships.
- b. Provide a statement that the eligible applicant had not previously been awarded an Integrated Teacher Preparation Program Grant (2016).

2. Overview of the four-year, integrated teacher preparation program

(15 points)

Choose the option(s) to respond to that correspond to the integrated program(s) proposed in this application:

- a. ***Creating or adapting a new integrated Teacher Preparation Pathway(s):*** If the regionally accredited institution of higher education will create a new or adapt a five-year to a four-year integrated teacher preparation program pathway(s), describe which teacher preparation pathway(s) will be created and/or adapted for the new integrated program. Provide a rationale for the selection of this pathway(s).
- b. ***Implementing an Integrated Teacher Preparation Pathway(s):*** If the regionally accredited institution of higher education will be implementing an integrated teacher preparation program pathway(s), describe the current Commission-approved teacher preparation program(s) and integrated pathway(s) and the Commission-approved subject matter preparation programs related to the Integrated Teacher Preparation Program that is the focus of the grant application activities. Provide a rationale for the selection of this pathway(s).
- c. ***Expanding an existing Integrated Teacher Preparation Pathway(s):*** If the regionally accredited institution of higher education will be expanding to add other Commission-approved integrated teacher preparation program(s) and pathway(s), then describe which teacher preparation pathway(s) is currently in place and which will be expanded as a result of this integrated program grant funding. Provide a rationale for the selection of this pathway(s).

3. Planning for a four-year or adapting/implementing an existing integrated program of professional preparation

(15 points)

- a. Describe how the regionally accredited institution of higher education (IHE) will design and implement an adapted or new Integrated Teacher Preparation Program. Applicants may provide a table indicating the proposed activities and the participants from the IHE and California Community College(s) (as applicable) for each activity in response to this criterion. Indicate the academic year the IHE intends the integrated program(s) will begin.

- b. Describe and provide data to support the local need for creating, implementing, or expanding an integrated teacher preparation program that meets the criteria of i and/or ii:
 - i. Develops teachers in the designated shortage fields of special education, bilingual education, science, health, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten. Descriptions may include but are not limited to: a description of prior efforts to meet local needs, current local needs, and the specific needs to be addressed in the proposed Integrated Grant Program, including the number of special education, bilingual education, science, health, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten teachers currently serving on less than a preliminary teaching credential.
 - ii. Establishes a [new partnership with a California Community College](#) - see (C)(ii) and (2) (A) (ii).
- c. Provide a plan for coordination with existing sources of candidate financial support, such as the Golden State Teacher grant Program (established pursuant to Article 5.1 commencing with section 69617 of Chapter 2 of Part 42 of Division 5 of Title 3), and other forms of financial aid.

4. IHE Collaboration with LEAs and other constituency groups

(15 points)

- a. Describe proposed activities that will result in an intensive collaboration among subject matter departments and education units within and across regionally accredited IHEs, Local Education Agencies (LEAs), and (as applicable) California Community College(s). Activities may also include but are not required to incorporate strategies to eliminate duplicative coursework and development of undergraduate Integrated Teacher Preparation Pathways.
- b. Describe how the collaborative efforts will support a sustainable Integrated Teacher Preparation Program model including such elements as: a shared vision between the institution of higher education's (IHE's) departments/programs/schools, a recruitment strategy for students in the integrated program(s), an MOU and/or ratified articulation agreement between the IHE and the California Community College(s) (as applicable), a plan for program evaluation, a vision of an effective integrated program completer, a financial model, and/or candidate admissions requirements, etc.

5. Target candidates for the planned integrated teacher preparation program

(5 points)

Describe how the regionally accredited institution of higher education (IHE) will identify and recruit potential candidates into the Integrated Teacher Preparation Program, including those for the identified shortage fields of special education, bilingual education,

science, health, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, and/or how the IHE will identify and recruit potential candidates from a new California Community College partnership.

6. Key program personnel and shared program governance

(15 points)

Provide a chart or graphic that identifies:

- a. Key faculty and staff to be involved in the integrated teacher preparation program creation, implementation, or expansion process. Include position title, roles and responsibilities, and the full time equivalent (FTE) of each position that will be devoted to grant activities. Identify who will be responsible for:
 - managing the Integrated Teacher Preparation Program Implementation and Expansion Grant and ongoing communication with the Commission about the grant,
 - managing the fiscal aspects of the program,
 - providing the required project data,
 - signing the Grant Award Agreement so funds can be disbursed to the institution, and
 - assuring that Integrated Teacher Preparation Program Implementation and Expansion Grant functions as a consistently shared responsibility between all involved in the grant.
 - Other key staff who may not have direct program administration responsibilities but who will have important roles in creating, implementing, or expanding the Integrated Teacher Preparation Program. Include position title, roles and responsibilities, and the full time equivalent (FTE) of each position that will be devoted to grant activities.
- b. Describe the relationship between and governance of the project within and among the constituents in terms of internal oversight, management, and reporting.

7. Assurances and Timelines

(10 points)

a. Assurances

Applicants must provide statements of assurance for all the following, per authorizing legislation:

- If funded, they will respond to the Commission's requirements to collect and submit data as required. Data requests include but are not limited to credential areas explored, articulation agreements with California Community College(s), successes, challenges, and lessons learned.
- A commitment to implement an integrated program of professional

preparation.

- A plan for recruitment and retention of candidates for educator shortage areas and/or a plan for establishing a new partnership with a California Community College.
- Coordination with existing sources of candidate support, such as the Golden State Teacher Grant Program and other forms of financial aid.
- Demonstrated commitment to expand enrollment in, and access to, teacher preparation programs, including enrollment in programs of integrated professional preparation.

b. Timelines

Applicants should indicate the expected timelines for all significant grant activities and events by quarter and by year for the project period, including the expected date for completion of the creation, implementation, or expansion of the integrated program of teacher preparation. Applicants may submit a table of expected timelines in response to this criterion. Please include projected dates for:

- Completion of the process for creation, implementation, or expansion of an integrated program of teacher preparation,
- Recruitment of the initial cohort of teacher candidates for the Integrated Teacher Preparation Program,
- Enrollment of the initial cohort of teacher candidates in the Integrated Teacher Preparation Program preparation pathway, and the starting school year for the first cohort of teacher candidates (e.g., 2023-24, 2024-25).

8. Budgets and budget narratives

(20 points)

- a. Provide a Budget Summary ([Appendix F](#)) for the duration of the project. Note that grant funds must be encumbered by June 1, 2023 and must be liquidated by June 1, 2025.
- b. Provide a budget narrative explaining how each of these costs was determined. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the Integrated Teacher Preparation Program Implementation and Expansion Grant when determining costs to be funded by the grant.

Note: The funding legislation authorizes the use of Integrated Teacher Preparation Program Implementation and Expansion Grant funds for any proper purpose in support of creating, implementing, or expanding a four-year integrated teacher preparation program including, but not limited to, any of the following activities:

- providing faculty release time to redesign existing courses,

- providing stipends for program coordinators to assist in collaboration with subject-matter professors and pedagogy professors, and
- creating summer courses for students in a four-year integrated program of professional preparation
- recruiting individuals for participation as students in four-year integrated programs of professional preparation.

Summary of the Selection Criteria

Application Component	MaximumPoints
2016 Integrated Teacher Preparation Program Grants	5
Overview of the four-year integrated teacher preparation program	15
Planning for an integrated program	5
IHE Collaboration	15
Target Candidates	5
Key program personnel and shared governance	15
Assurances and Timelines	20
Budgets and budget narratives	20
Total	100

Section IV: Mandatory Data Collection and Reporting Requirements

Each regionally accredited institution of higher education (IHE) grantee) will need to collect, analyze, and report the following data to the Commission each year and for five years after the conclusion of the grant:

- A description of the partnerships for the creation, implementation, or expansion of an Integrated Teacher Preparation Program.
- A description of how the integrated teacher preparation program addressed identified teacher shortage areas and/or a copy of the ratified articulation agreement for teacher preparation coursework for a new partnership with one or more California Community College(s).
- A description of the challenges and lessons learned that arose from the integrated teacher preparation creation, implementation, or expansion planning process.
- The information shall include program design and features and any other information the Commission may require for documenting the effect of the grant and identifying effective practices in program design and implementation (Per AB 181, see [Appendix A](#)).

Section V: Application Submission, Review, and Funding Considerations

How to Submit the Application

Applicants who wish to compete for funding for an Integrated Teacher Preparation Program

Implementation and Expansion Grant must submit an electronic copy of the entire grant application including Appendices.

All applications must be emailed and received by Commission staff by 5:00 p.m. on April 7, 2023. Paper copies of the application are not required.

Applications received after this time will not be accepted, reviewed, or evaluated.

Email an electronic copy to: IntegratedGrants@ctc.ca.gov

Application Review and Award Processes

Applications received by the submission deadline will first be reviewed for technical compliance with the application instructions and completeness in responding to all required information. Applications that meet this screening will then be read by a team of Commission staff members and rated according to the RFA scoring criteria.

A recommendation for awarding the grants will be made to the Commission's Executive Director. Selected grantees will receive a grant award letter from the Commission with grant acceptance conditions to be signed and returned to the Commission. Further information about the grant process will then be provided to grantees.

Funding Considerations

Grantees will be expected to make appropriate progress in implementing the integrated teacher preparation program planning process according to the operational plan provided in their funded application. Additionally, grantees will be expected to provide data by stated due dates when reports are requested by the Commission. Failure to comply with funding terms or reporting requirements could put future grantee funding opportunities at risk.

Funds to grantees will be distributed in two payments. Upon approval of the application, the first payment provided will be 90% of the total budget amount. The second payment of 10% of the total budget amount will be provided to grantees after the program has successfully completed and reported its proposed activities.

Fillable Appendices

Appendix A

Authorizing Legislation

2022-2023, AB 181, Education Finance: Education Omnibus Budget Trailer Bill SEC. 50.

Section 44259.1 of the Education Code is amended to read:

(a) (1) An integrated program of professional preparation shall enable candidates for teaching credentials to engage in professional preparation, concurrently with subject matter preparation, while completing baccalaureate degrees at regionally accredited institutions of higher education. An integrated program shall provide opportunities for candidates to complete intensive field experiences, including student teaching, in public schools maintaining prekindergarten, kindergarten, or any of grades 1 to 12, inclusive, early in the undergraduate sequence. The development and implementation of an integrated program shall be based on intensive collaboration among subject matter departments and education units within regionally accredited institutions of higher education and local public elementary and secondary school districts.

(2) A regionally accredited institution of higher education may offer a four-year or five-year integrated program of professional preparation that allows a student to earn a baccalaureate degree and a preliminary multiple or single subject teaching credential, early childhood specialist credential, or an education specialist instruction credential authorizing the holder to teach special education, including student teaching requirements, concurrently and within four or five years of study.

(3) The commission shall encourage regionally accredited institutions of higher education to offer integrated programs of professional preparation that follow the guidelines developed pursuant to this section. In approving integrated programs, the commission shall not compromise or reduce its standards of subject matter preparation pursuant to Article 6 (commencing with Section 44310) or its standards of professional preparation pursuant to paragraph (3) of subdivision (b) of Section 44259.

(4) The commission shall, as part of its accreditation process, collect information about integrated programs of professional preparation, including which regionally accredited institutions of higher education offer integrated programs of professional preparation and the number and type of credentials the programs produce.

(b) (1) Commencing with the 2005–06 school year, an integrated program offered by the California State University shall be designed to concurrently lead to a preliminary multiple subject or single subject teaching credential, early childhood specialist credential, or an education specialist instruction credential authorizing the holder to teach special education, and a baccalaureate degree. Recommendation for each shall be contingent upon satisfactory completion of the requirements for each.

(2) By July 1, 2004, the Chancellor of the California State University, in consultation with

California State University faculty members, shall develop a framework defining appropriate balance for an integrated program of general education, subject matter preparation, and professional education courses, for both lower division and upper division students, including an appropriate range of units to be taken in professional education courses. In developing the framework, the Chancellor of the California State University and California State University faculty members shall consult with the Academic Senate for California Community Colleges on matters related to the effective and efficient use of, and appropriate role for, lower division coursework in an integrated program.

(c) (1) By January 1, 2005, the Chancellor of the California State University and the Chancellor of the California Community Colleges shall collaboratively ensure that both of the following occur:

(A) Lower division coursework completed by a community college student transferring to a California State University integrated program is articulated with the corresponding coursework of the California State University.

(B) The articulated community college lower division coursework is accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(2) Commencing with the 2005–06 school year, each campus of the California State University shall invite the community colleges in its region that send significant numbers of transfer students to that campus to enter into articulation agreements. These articulation agreements shall be based on a fully transferable education curriculum that is developed pursuant to the framework developed under paragraph (2) of subdivision (b). Approval of one or more of the articulation agreements shall enable the coursework of a community college student to be accepted as the equivalent to the coursework offered to students who enter that integrated program as freshman students.

(d) A postbaccalaureate program of professional preparation may only be offered by a regionally accredited institution of higher education. These programs shall enable candidates for teaching credentials to commence and complete professional preparation after they have completed baccalaureate degrees at regionally accredited institutions of higher education. The development and implementation of a postbaccalaureate program of professional preparation shall be based on intensive collaboration among the regionally accredited institutions of higher education and local public elementary and secondary school districts.

(e) (1) (A) The commission shall develop and implement a program to award, on a competitive basis, planning grants of up to two hundred fifty thousand dollars (\$250,000) each to regionally accredited institutions of higher education for the development of plans to guide the creation of four-year integrated programs of professional preparation, including student teaching, that lead to more credentialed teachers to teach, with an emphasis on the shortage fields identified in clause (i) of subparagraph (C) of paragraph (2).

(B) A regionally accredited institution of higher education awarded a planning grant under this paragraph may use the grant funds to create a new four-year integrated program of professional preparation or to adapt an existing integrated program of professional preparation to a four-year integrated program of professional preparation.

(C) A regionally accredited institution of higher education awarded a planning grant under this paragraph may use grant funds for any proper purpose in support of planning for a four-year integrated program of professional preparation, including, but not limited to, any of the following:

- (i) To provide faculty release time to redesign existing courses.
- (ii) To provide stipends for program coordinators to assist in collaboration with subject-matter professors and pedagogy professors.
- (iii) To create summer courses for students in a four-year integrated program of professional preparation.
- (iv) To recruit individuals for participation as students in four-year integrated programs of professional preparation.

(2) (A) The commission shall develop and implement a program to award, on a competitive basis, implementation, or expansion grants of up to five hundred thousand dollars (\$500,000) each to regionally accredited institutions of higher education for any of the following purposes:

- (i) Developing a new integrated program of professional preparation as specified in subparagraph (C).
- (ii) Establishing a new partnership with California Community Colleges to create four-year integrated programs of professional preparation.

(B) The commission shall conduct outreach to eligible institutions to encourage applications to develop programs in the shortage areas identified in clause (i) of subparagraph (C), and support institutions that need assistance in developing programs in these shortage areas that meet the commission's criteria.

(C) The commission shall award one-time grants pursuant to subparagraph (A) for proposals to establish new integrated programs of professional preparation that support either of the following:

- (i) Producing teachers in the designated shortage fields of special education, bilingual education, science, health, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten.
- (ii) Partnering with a California Community College to create a four-year integrated program of professional preparation.

(D) A regionally accredited institution of higher education awarded a grant under this paragraph may use the grant funds to create a new four-year integrated program of professional preparation or to adapt an existing integrated program of professional preparation to a four-year integrated program of professional preparation.

(E) A regionally accredited institution of higher education awarded a grant under this paragraph may use grant funds for any proper purpose in support of implementation or expansion of a four-year integrated program of professional preparation, including, but not limited to, any of the following:

- (i) To provide faculty release time to redesign existing courses.

- (ii) To provide stipends for program coordinators to assist in collaboration with subject-matter professors and pedagogy professors.
- (iii) To create summer courses for students in a four-year integrated program of professional preparation.
- (iv) To recruit individuals for participation as students in four-year integrated programs of professional preparation.

(F) As a condition of the receipt of an implementation or expansion grant, a regionally accredited institution of higher education shall provide to the commission program and outcome data for at least five years after receiving the grant. The information shall include program design and features, the number of graduates, the number and type of credentials earned, the time taken to earn a degree and credential, and any other information the commission may require for purposes of documenting the effect of the grant and identifying effective practices in program design and implementation.

(3) The commission shall require applicants for planning grants under paragraph (1) and for implementation or expansion grants under paragraph (2) to provide assurances of all of the following:

- (A) A commitment to implement a planned integrated program of professional preparation.
- (B) A plan for recruitment and retention of candidates for educator shortage areas in subjects identified in clause (i) of subparagraph (C) of paragraph (2) in teacher preparation programs, including integrated programs of professional preparation.
- (C) Coordination with existing sources of candidate support, such as the Golden State Teacher Grant Program established pursuant to Article 5.1 (commencing with Section 69617) of Chapter 2 of Part 42 of Division 5 of Title 3, and other forms of financial aid.
- (D) Demonstrated commitment to expand enrollment in, and access to, teacher preparation programs, including enrollment in programs of integrated professional preparation.

(4) A regionally accredited institution of higher education that previously received a planning grant or an implementation or expansion grant may apply for a new grant, if the institution reports on the implementation timeline and status of the program established with the grant funding previously received and proposes any of the following:

- (A) Expansion of integrated program capacity.
- (B) New integrated programs in other credentialing fields.
- (C) New California Community College partnerships.

(5) The commission may use up to two hundred fifty thousand dollars (\$250,000) of moneys appropriated for purposes of this subdivision to administer the grants described in paragraphs (1) and (2), pursuant to Department of Finance approval.

(6) The commission shall annually report to the appropriate fiscal and policy committees of the Legislature on any grants funded pursuant to this subdivision until funds are fully expended. In addition to the data required to be reported to the commission in

subparagraph (F) of paragraph (2), the report shall also include data on the progress of community college partnerships and institutions relative to the assurances made pursuant to paragraph (3).

(7) The requirements of this subdivision are contingent upon the appropriation of funds for purposes of this subdivision in the annual Budget Act or another statute.

Appendix B

Intent to Apply for an Integrated Teacher Preparation Program Implementation and Expansion Grant (Optional)

[Link to Appendix B](#)

Note: The form below is provided for reference. Please access the fillable electronic version of Appendix B available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

As indicated by the signature of the authorized administrator, it is the intent of the institution identified below to apply for an Integrated Teacher Preparation Program Implementation and Expansion Grant. The institution understands that this optional Intent to Apply must be received by the Commission **by March 13, 2023** and that submission of this form does not require or otherwise obligate the institution to submit an application to the Commission. Applicants may submit proposals to the Commission without submitting an intent form. However, those who submit an intent form will be emailed any additional information regarding the application process that may become available. A scanned copy of the signed Intent to Apply form may be emailed to IntegratedGrants@ctc.ca.gov.

Include:

- **IHE Name**
- **Name of Authorized Administrator for the Intent to Apply**
- **Title**
- **Signature**

Appendix C

Application Cover Page

Integrated Teacher Preparation Program Implementation and Expansion Grant

[Link to Appendix C](#)

Note: The form below is provided for reference. Please access the fillable electronic version of Appendix C available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

IHE Applicant Information

- Name of IHE
- Complete Mailing Address:
- City/State/Zip:

IHE Primary Contact Information – Person responsible for day-to-day grant management

- Name:
- Title
- Mailing Address:
- City/State/Zip:
- Telephone:
- Email:

IHE Contact Person authorized to sign Grant Award Agreement (GAA)

- Name:
- Title:
- Mailing Address:
- City/State/Zip:
- Telephone:
- Email:

IHE Fiscal Agent Information – Person responsible for grant budget oversight

- Name:
- Title:
- Mailing Address:
- City/State/Zip
- Telephone:
- Email:

Appendix D

Program Summary

Integrated Teacher Preparation Program Implementation and Expansion Grant

[Link to Appendix D](#)

Note: The form below is provided for reference. Please access the fillable electronic version of Appendix D available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: Fill in this form as applicable for an Integrated Teacher Preparation Program. You may select any number of the credential programs listed below. This form may be expanded if additional pages are needed.

1. Please fill out this chart completely for all credential area(s) addressed by the Integrated Teacher Preparation Program Implementation and Expansion Grant.

Credential Areas Available for Grant Funding	Indicate with an "X" the credential area(s) targeted by the integrated program Implementation and Expansion grant	Indicate whether each credential area marked with an X will be a "new," "expanded," "implemented," and/or "adapted 5-year to 4-year" integrated program	Estimated number of participants annually
Multiple subject (indicate if the program(s) are for kindergarten and/or transitional kindergarten			
Multiple Subject: Bilingual Authorization			
Single Subject: Science			
Single Subject: Mathematics			
Education Specialist: Mild to Moderate Support Needs			

Credential Areas Available for Grant Funding	Indicate with an “X” the credential area(s) targeted by the integrated program Implementation and Expansion grant	Indicate whether each credential area marked with an X will be a “new,” “expanded,” “implemented,” and/or “adapted 5-year to 4-year” integrated program	Estimated number of participants annually
Education Specialist: Extensive Support Needs			
Education Specialist: Deaf and Hard of Hearing			
Education Specialist: Visual Impairments			
Education Specialist: Early Childhood Special Education			
**PK-3 Early Childhood Education (ECE) Specialist Instruction Credential			
Other:			

**Grant funds can be used to create an Integrated program for the PK-3 Early Childhood Education Specialist Instruction Credential. The program standards and Teaching Performance Expectations for the PK-3 Early Childhood Education (ECE) Specialist Instruction Credential were approved at the [October Commission meeting](#).

2. Partner California Community College(s) (if applicable). Please add rows as necessary.

Name(s) of <i>current</i> California Community College Partner(s) (put n/a if none)	Names of <i>Potential</i> California Community College Partner(s) (put n/a if none)

Appendix E

Partnership Agreements

[Link to Appendix E](#)

Note: The form below is provided for reference. Please access the fillable electronic version of Appendix E available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Administrative Approval from the Authorized Administrator of the Applicant (IHE)

By signing below, I affirm that:

1. I have thoroughly read all portions of this application.
2. All statements and data contained in this application are accurate.
3. If awarded an Integrated Program Implementation/Expansion Grant, the IHE agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section III of this application.

IHE Name:	
Signatory Name:	
Signatory Title:	
Signature:	
Date:	

Administrative Approval the Authorized Administrator of the new California Community College Partner (if applicable):

**Note: Please add rows as necessary if the application represents
multiple California Community College partners.**

By signing below, I affirm that:

1. I have thoroughly read all portions of this application.
2. All statements and data contained in this application are accurate.
3. If awarded an Integrated Program Implementation/Expansion Grant, the Community College agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section III of this application.

Community College Name:	
Signatory Name:	
Signatory Title:	
Signature:	
Date:	

Appendix F

Integrated Teacher Preparation Implementation and Expansion Budget Summary and Budget Narrative

[Link to Appendix F](#)

Note: The form below is provided for reference. Please access the fillable electronic version of Appendix F available on the Commission's Grant Funded Program website. Carefully read and follow the directions to complete the form and generate a PDF version that can be attached to the final application. All narrative responses and PDF appendices must be submitted as one application.

Directions: For each Integrated Teacher Preparation Program component/activity listed in the narrative descriptions of this application, please indicate the amount needed to it as applicable to each. Refer to the definitions provided in the grant. If additional categories are necessary, list these in spaces provided. **All planned expenditures must be detailed in the Budget Narrative.**

Reminder: The budget submitted on this form is the budget for the life of the grant period up to \$500,000. Once an application has been approved and a grant award has been disbursed, a regionally accredited institution of higher education (IHE) may not alter the list of approved grant funded categories. Please refer to the definitions for the items below found in Section II of this RFA.

Program Component	Grant Funds Amount
Administration Costs	
Coordination with California Community College(s) IHE Personnel: Salaries (if applicable)	
Developing recruitment strategies for the integrated program	
IHE Faculty/Personnel: Release time for course redesign and/or creating summer courses for students in a four-year integrated program	
IHE Faculty/Personnel: Salaries	
IHE Faculty/Personnel: Stipends	
IHE Faculty/Personnel: Stipends for program coordinators to assist in collaboration with subject-matter professors and pedagogy professors	

Program Component	Grant Funds Amount
IHE Faculty/Personnel: Travel	
Integrated Program Consultant	
Other	
Other	
Total	